DOCUMENT RESUME

ED 289 101 CG 020 367

TITLE	Hearing to Provide an Experience of Life in the United States for Children from Areas Affected by Civil Strife in Ireland. Hearing on H.R. 1019 before the Subcommitee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE	17 Mar 87
NOTE	51p.; Serial No. 100-13. Portions of document contain small/light print.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adolescents; Childhood Needs; *Children; *Educational Experience; Elementary Secondary Education; Experience; *Federal Legislation; Foreign Countries; Hearings; International Cooperation; *Student Exchange Programs; *Study Abroad
IDENTIFIERS	Congress 100th; *Northern Ireland

ABSTRACT

This document presents the text of a Congressional hearing called to discuss H.R. 1019, To Provide an Experience of Life in the United States for Children from Areas Affected by Civil Strife in Ireland. Congressman Pat Williams, sponsor of the bill, describes the bill as allowing local education agencies to offer an opportunity for children from Ireland to come to America for one school year; attend an American school; affiliate with children of various ethnic, religious, social, and cultural backgrounds; and experience life generally in the United States. John Hume, member of the British Parliament, testifies in support of the bill but questions the age of children to be affected by it, suggesting that an exchange program of college students between Irish and American universities would be most beneficial. Paul Quinn, attorney, commends the proposal and supports its passage. Judy McLennan, co-chairman of the Belfast Children's Program, describes her program which places children from Northern Ireland with American families for 6 weeks during the summer, and supports passage of H.R. 1019. Abigail McNamee, associate professor, Herbert H. Lehman College of New York, describes the educational system in Northern Ireland and the developmental characteristics of the children. Joseph McNamee, director of Psychological Alternatives, P.C. discusses the potential benefit of the program proposed in H.R. 1019 and gives 13 recommendations for the program. Prepared statements, letters, and supplemental materials are included. (NB)

HEARING TO PROVIDE AN EXPERIENCE OF LIFE IN THE UNITED STATES FOR CHILDREN FROM AREAS AFFECTED BY CIVIL STRIFE IN IRELAND

ED289101

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

ONE HUNDREDTH CONGRESS

FIRST SESSION

ON

H.R. 1019

HEARING HELD IN WASHINGTON, DC, MARCH 17, 1987

CG 020367

Serial No. 100-13

Printed for use of the Committee on Education and Labor

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. GOVERNMENT PRINTING OFFICE
72-693 WASHINGTON : 1987

For sale by the Superintendent of Documents, Congressional Sales Office
U.S. Government Printing Office, Washington, DC 20402

BEST COPY AVAILABLE

COMMITTEE ON EDUCATION AND LABOR

AUGUSTUS F. HAWKINS, California, *Chairman*

WILLIAM D. FORD, Michigan
JOSEPH M. GAYDOS, Pennsylvania
WILLIAM (BILL) CLAY, Missouri
MARIO BIAGGI, New York
AUSTIN J. MURPHY, Pennsylvania
DALE E. KILDEE, Michigan
PAT WILLIAMS, Montana
MATTHEW G. MARTINEZ, California
MAJOR R. OWENS, New York
CHARLES A. HAYES, Illinois
CARL C. PERKINS, Kentucky
THOMAS C. SAWYER, Ohio
STEPHEN J. SOLARZ, New York
ROBERT E. WISE, JR., West Virginia
TIMOTHY J. PENNY, Minnesota
BILL RICHARDSON, New Mexico
TOMMY F. ROBINSON, Arkansas
PETER J. VISCLOSKY, Indiana
CHESTER G. ATKINS, Massachusetts
JAMES JONTZ, Indiana
JAMES M. JEFFORDS, Vermont
WILLIAM F. GOODLING, Pennsylvania
E. THOMAS COLEMAN, Missouri
THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
STEVE GUNDERSON, Wisconsin
STEVE BARTLETT, Texas
THOMAS J. TAUKE, Iowa
RICHARD K. ARMEY, Texas
HARRIS W. FAWELL, Illinois
PAUL B. HENRY, Michigan
FRED GRANDY, Iowa
CASS BALLENGER, North Carolina

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

AUGUSTUS F. HAWKINS, California, *Chairman*

WILLIAM D. FORD, Michigan
DALE E. KILDEE, Michigan
PAT WILLIAMS, Montana
MATTHEW G. MARTINEZ, California
CARL C. PERKINS, Kentucky
MARIO BIAGGI, New York
CHARLES A. HAYES, Illinois
THOMAS C. SAWYER, Ohio
STEPHEN J. SOLARZ, New York
ROBERT E. WISE, JR., West Virginia
BILL RICHARDSON, New Mexico
TOMMY F. ROBINSON, Arkansas
PETER J. VISCLOSKY, Indiana
CHESTER G. ATKINS, Massachusetts
WILLIAM F. GOODLING, Pennsylvania
STEVE BARTLETT, Texas
HARRIS W. FAWELL, Illinois
PAUL B. HENRY, Michigan
FRED GRANDY, Iowa
STEVE GUNDERSON, Wisconsin
THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
JAMES F. JEFFORDS, Vermont
(Ex Officio)

CONTENTS

	Page
Hearing held in Washington, DC, on March 17, 1987	1
Statement of:	
Hume, Hon. John, Member, British Parliament and Member, European Parliament	3
McLennan, Judy, cochairman, Belfast Children's Program	12
McNamee, Abigail, associate professor, Herbert H. Lehman College, New York, accompanied by Joseph E. McNamee, director, Psychological Alternatives, P.C.	18
McNamee, Joseph E., director, Psychological Alternatives, P.C.	20
Quinn, Paul, attorney, Wilkinson, Barker, Knauer & Quinn	8
Prepared statements, letters, supplemental materials, et cetera:	
Hume, Hon. John, M.P., M.E.P., prepared statement of	5
McLennan, Juliette C., cochairman, Belfast Children's Summer Program, prepared statement of	15
McNamee, Dr. Abigail, associate professor, Herbert H. Lehman College, and Dr. Joseph E. McNamee, director, Psychological Alternatives, P.C., prepared statement of	22
Quinn, Paul S., chairman, Committee for a New Ireland, prepared statement of	10

HEARING TO PROVIDE AN EXPERIENCE OF LIFE IN THE UNITED STATES FOR CHILDREN FROM AREAS AFFECTED BY CIVIL STRIFE IN IRELAND

TUESDAY, MARCH 17, 1987

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to notice, at 9:40 a.m., in room 2175, Rayburn House Office Building, Hon. Augustus Hawkins presiding.

Members present: Representatives Hawkins, Kildee, Williams, Hayes, Robinson, Bartlett, and Fawell.

Staff present: John Jennings, counsel; Bev Griffin, staff assistant; Andrew Hartman, senior legislative associate; and Jo-Marie St. Martin, legislative associate.

Mr. KILDEE [presiding]. The Subcommittee on Elementary, Secondary, and Vocational Education will come to order.

We are here today to have hearings on H.R. 1019, To Provide an Experience of Life in the United States for Children from Areas Affected by Civil Strife in Ireland. We have picked an appropriate day for such a hearing. This being the day in which we honor St. Patrick. My grandfather was born in County Kildare and my grandmother was born in County Cork, and I would be wearing the green this morning save for the fact that my 14-year-old son got up this morning without any green, and being a parent, I divested myself of my shamrock for him. So I will pick one up later on in the day.

Our first witness and the sponsor of this bill, a member of this committee and of this subcommittee, the Honorable Pat Williams, a member of Congress from Montana.

Mr. Williams.

Mr. WILLIAMS. Thank you very much, Chairman Kildee, and members of the committee. I want to thank you and of course Chairman Hawkins for agreeing to hold this hearing regarding——

Mr. KILDEE. Chairman Hawkins has indicated that he will be here around 10 o'clock. He had an appointment this morning and he will be here around 10 o'clock.

Mr. WILLIAMS. Yes, I appreciate his effort and yours in hearing this legislation, H.R. 1019, the Irish children's bill. I introduced this bill on February 4, along with Congressman Tom Foley.

We are, of course, all aware of the continuing civil strife in Northern Ireland, the troubles. Living with the danger or threat of danger is not a new experience for the children of Belfast. No person growing up in Northern Ireland since probably 1969 has gone untouched by the violence. One can only imagine how these factors are affecting these "Children of the Troubles".

Currently, there are private efforts to address this situation and provide some assistance for these children. Organizations such as the Belfast Children's Program, the Religious Task Force, and the Children's Committee 10, are volunteer civil organizations which currently sponsor American summer holiday programs and tours for children.

What my bill seeks to do is build upon the fine work already occurring to help our Irish friends in their efforts to expose their children to different social environments.

The legislation that we are discussing today would amend Subchapter C, the special projects section, of Chapter 2 of the Education Consolidation and Improvement Act to allow local education agencies to offer an opportunity for these youngsters to come to America for a school year, attend an American school; affiliate with children of various ethnic, religious, social and cultural backgrounds; and experience life generally in the United States.

The bill provides that the programs must be funded by no less than one-half from the private sector. This, I believe, will encourage communities to continue to develop private sources of support for these efforts.

This bill is simply intended to help each of us, including our children, to look toward a future in which people are able to live together with mutual understanding and respect for each others ideas, beliefs and cultures. I believe that it is important that all children learn that conflicts are not solved by throwing rocks, firing bullets and planting bombs, but rather, by discussion, understanding and compromise.

In introducing this legislation, Congressman Foley and I hope to assist not only the children of Northern Ireland but American children as well. As a nation of immigrants, our society has been heavily influenced by many differing cultures. This initiative will provide an opportunity for our young people to exchange information and learn about the Irish people with their long heritage that is very rich in culture. By affording them this opportunity, we are opening the door to a greater understanding of ourselves.

Again, Chairman Kildee, I appreciate this opportunity to have my legislation heard and to offer this explanation of it. I am certain that our good witnesses today will provide excellent counsel as we consider this initiative and its importance. And I want to welcome each of them to this hearing and look forward to their testimony.

Mr. KILDEE. I thank you, Mr. Williams. I think probably we will defer questions to you until later inasmuch as we have you always with us and we will bring the next panel up to the table.

That panel list is composed of the Honorable John Hume, member of the British Parliament, and a member of the European Parliament; Mr. Paul Quinn, attorney, Wilkinson, Barker, Knauer & Quinn; Judy McLennan, co-chairman of the Belfast Children's Program; and Dr. Abigail McNamee, associate professor, Herbert H. Lehman College of New York.

Ms. McLennan, I mentioned that my one side, my grandfather, my immediate grandparents were born, one in Kildare and one in Cork, but my great-grandfather was born in Belfast. And I had the advantage of growing up in a certain ecumenical setting, respecting both sides and I know that is the philosophy which you hold very dearly, and I welcome you here this morning.

Member of Parliament Hume.

STATEMENT OF HON. JOHN HUME, MEMBER, BRITISH PARLIAMENT AND MEMBER, EUROPEAN PARLIAMENT

Mr. HUME. Mr. Chairman, first of all, I am very grateful for the opportunity of being here, particularly on St. Patrick's Day, and I would like to thank the committee for asking me to come here and express my appreciation of Congressmen Williams and Foley who have brought forward this measure.

I live and work in the northern part of Ireland. I have been engaged in the political life there since 1968, which is the period during which the present troubles have lasted.

I have submitted in writing a submission which I would propose to take as read for the record and to make a few comments simply now and then any questions that you might want to ask.

The troubles in Northern Ireland have gone on for 17 years now and this measure deals with children in Northern Ireland, and that period is longer than both the World War I and World War II and the Vietnam War put together. So the children growing up there now have grown up against that background all the time and a background where armed soldiers are on the street, violence on the streets and the background tensions that that means, and the tension that that means for children growing up in that situation.

Also arising out of that, many areas of Northern Ireland, particularly those areas which have been most troubled, have been traditionally for a number of reasons the areas of greatest deprivation in terms of unemployment in particular, and low income levels and of course the events of the past 17 years have not eased that. In many ways they have made it worse because of the economic situation in Northern Ireland.

Now we have 25 percent unemployment overall. But in some districts, in the most deprived districts, for example take my own district, the town of Strabane has a 50 percent male unemployment figure. Fifty percent of the population of Ireland as a whole and 44 percent of the population of Northern Ireland is under 25. We have a very young population. The age structure is very young indeed, and therefore the whole question of young people and children and their future is very, very relevant to what happens in Northern Ireland in the future.

This measure confines itself to suggesting that there be a program for bringing school children here to study, and I know that

already, and Judy here beside me is heavily involved in a program to bring children here for holiday periods in the summer time, and her evidence shows that the interest in this is growing and this would be children from backgrounds who could not normally afford a holiday even within Ireland itself, to come and have a break, to come to another country, to see other societies, to see societies in which people have differences live together and accept their differences, do not push their differences to the point of division and that whole experience I think will be a valuable one.

To carry that forward from what is at the moment a holiday program into a program which is involved in education, I think is something which the benefits of that are obvious from what I have said.

I would have one suggestion to make, and that is that the age from 8 to 18. I think 8 is a little young. I think I would like to see it extended, as I suggest in my submission, to a program, a university's program as well for students of around 20. And I do not mean simply that you bring Irish students to the United States. I mean an exchange program between Irish universities and universities in the United States. I think that particularly since universities are increasing their role in economic development that such an exchange program would be very valuable indeed, and that there would be a lot of mutual benefit to be gained from it.

Thank you.

[The prepared statement of Hon. John Hume follows:]

Prepared Statement of Hon. John Hume, M.P., M.E.P.

Mr. Chairman and Members of the Subcommittee:

I am very pleased to appear before you this morning to speak briefly on behalf of H.R 1019, a bill which would provide educational opportunities to children from areas affected by civil strife in my native land, Northern Ireland.

Affording any man or woman the opportunity to appear before a Congressional Subcommittee is a great honor. For an Irish politician who was once a teacher to appear on St. Patrick's Day before this Subcommittee on the important subject of educational opportunity for Ireland's young people is a unique and very valued experience.

As a teacher and politician from Northern Ireland, I am doubly proud of the educational system which our country has and the educational opportunities which we make available to all of our young men and women who apply themselves, pass exams and are rewarded with scholarship opportunities. This has made the youth of Northern Ireland among the best educated anywhere in the world.

In Ireland, and more precisely in that part of Ireland which is under British sovereignty - Northern Ireland - I serve as an elected representative and the leader of a political party, the Social Democratic and Labour Party. But I speak first today as someone who was once a teacher and whose friends still accuse me of being a teacher at heart. I am flattered by the accusation. For at their best, education and politics have as their purpose the same high goal of excellence; the search for excellence in the individual provides in turn the basis for the broader quest for excellence in society as a whole. As the son of poor parents which I am, and coming from a minority as I do, I have learned to appreciate the great value of education-and above all higher education-not simply as the means to social progress which it has been for many, but as a door to the liberation of the mind through which minorities can redress their grievances and can enlarge the worth of the greater society to which they belong.

Your country remains today a gateway to the New World for generation after generation of immigrants. From the first sighting of the great Plymouth rock, it has been at the center of all the momentous events which shaped this republic. It has been a meeting point for many races who became in turn minorities within the United States - Irish, Italian, Black, Hispanic, Greek and Jew. Many arrived as refugees, others as slaves and bondsmen but all of whom have seen the opportunity in educations to struggle from their desperate circumstances and build their future in this great society. It is no accident that your immigrants who so cherished education have endowed in your centers of learning assets which have made such great contributions not only to the political and cultural life of the United States but indeed the world itself. Through the enlightenment of your schools and colleges, through the hard work and the imagination of your people, this country can continue to provide great leaders for the benefit of all Americans, and indeed men and women who can become leaders in countries everywhere.

Americans - especially Irish Americans - have always understood and put to good use the power of education, its power for the material and social advancement of the individual and of his or her community. They did not seek to improve their position in American society through violence or through any attempt to obtain or exercise a dominant position. Instead they harnessed the non-violent power of education, first saving from their meager incomes as labourers or servants the money that was necessary to educate their sons and daughters and, later applying the resources of any improved position to endow institutions of education such as the Catholic University of America and indeed, to support investment, economic and social development and cultural activity in Ireland itself. And all this progress without throwing a stone. The achievements of

Americans from the background of starving immigrants and deep deprivation to positions of power and influence in all walks of American life is one of the greatest success stories of non-violence in America.

In Northern Ireland, the people of Irish nationalist tradition whom I represent have followed the same path. We also shared that thirst and respect for education and when, after World War II, the policies of the British Labour Government greatly widened access to education, we seized the opportunities thus afforded. A new and highly educated generation emerged from the nationalist minority which was not prepared to accept intolerance and disadvantage as their legacy or as a future for their children.

As one who has devoted his entire life to bringing social justice, equality and peace through non-violence to Northern Ireland, I can testify first-hand to the fact that there is no better method of achieving these objectives than to provide the best possible educational opportunities for our young people.

The story of Northern Ireland is a story of conflict - not a religious conflict, even though the two communities who live there draw much of their character and their coherence from their religious traditions. It is rather a conflict between the aspirations of ordinary men and women - 600,000 Nationalists, 900,000 Unionists - trapped by a tragic error of history which obliged them nonetheless to live and compete side-by-side in one corner of Ireland. These two communities in Norther Ireland, Catholic and Protestant, Nationalist and Unionist, behave like threatened minorities. A just and durable solution can only be found by removing their respective fears.

The conflict which exists in Northern Ireland has created enormous social, economic and human problems. One of the most serious of those problems is the continuing deterioration of the Northern Irish economy:

The European Economic Community has labelled Northern Ireland as the second most impoverished area of the community's 139 regions. Unemployment during 1986 has grown at a rate of 1,100 per month, reaching a total of 130,018 or 22.3% of all employees by October 31.

Unemployment is growing at twice the rate of job creation, and little immediate improvement is expected owing to falling rates of emigration and inward foreign investment, increased foreign competition, and an expanding young population.

45.9% of those employed are in the public sector, and 73% of the gross domestic product is dependent upon public expenditure.

Annual government subsidies in the form of loans, grants and aids to industry amount to $330 million, or approximately one third of industrial wages.

Manufacturing employment has decreased from a peak of 170,000 in 1974 to less than 97,000 in by September 1986.

Using 1980 as the base index, manufacturing in 1985 was 98%. The construction industry index was only 72% in 1985-86. Sharp cuts in expenditures for public housing and other government facilities as well as a slow down in private construction caused 3,000 job losses in this industry in the year preceding July, 1986, and a further 1,500 cuts are forecast by early 1987.

Bringing social justice to Northern Ireland requires expanding economic opportunities for all citizens on a non-discriminatory basis. The bleak picture which confronts Northern Ireland's economy can only be brightened by eliminating violence and the threats of violence, by attracting new investment and creating additional jobs in the private sector. Investment - not disinvestment - should be the hallmark of all who are concerned wit the near-term and long-term economic, social and political wellbeing of Northern Ireland and its people.

In addition to attracting job-creating investment in Northern Ireland, we must continue to assure that Northern Ireland's young men and women remain among the best educated in the world.

One of Ireland's greatest assets is its people. Not only those who live there today, but those who, over the centuries, left Ireland to spread knowledge, culture, traditions and understanding to countries throughout the world, principally your own. I belive it would be fitting indeed for this legislation to be enacted, thus providing at this critical period in Northern Ireland the opportunity for some of our young people to live and study in the United States and assimilate your values and your culture and participate first hand in your superb educational system.

It is my understanding, Mr. Chairman, that the proposal before the Subcommittee would allow school districts, at their discretion, to allocate certain resources for transporting, educating and supplying books, supplies and living expenses for children from Ireland and Northern Ireland who are victims of civil strife there.

Under the bill, children between the ages of 8 and 18 would be eligible to participate in this program. The one suggestion I would make is that the Subcommittee would consider extending the age eligibility requirement to 20 or 21 years, thus enabling University students who would otherwise be able to participate in this program.

Should this program be implemented, Mr. Chairman, it would serve as a catalyst for allowing young men and women from the United States to live and study in my country thereby enhancing the value of educational and cultural intercourse between our two peoples.

Mr. Chairman, I commend my good friends Congressman Pat Williams and your Majority Leader Tom Foley for introducing H.R. 1019 and I assure you that, if enacted, this legislation would go along with your government's support for the Anglo/Irish Agreement and the generous contribution to the International Fund for Ireland and be further dramatic evidence that the people of the United States share my objective of social justice and peace through non-violence in Northern Ireland.

Mr. KILDEE. Thank you, Mr. Hume.
Mr. Quinn.

STATEMENT OF PAUL QUINN, ATTORNEY, WILKINSON, BARKER, KNAUER & QUINN

Mr. QUINN. Thank you, Mr. Chairman. I too am very pleased to be here this morning, particularly because I have the opportunity to be in the company of my good friend, John Hume, who as some of us know who have watched the situation in Northern Ireland is the leading spokesman for peace with nonviolence in that country. He is a man of remarkable courage and I have had the pleasure and privilege of traveling throughout Ireland with him and Northern Ireland on several occasions. And to have him here this morning, I think is testimony to the importance of this proposal by Congressman Williams and the Majority Leader Foley.

I regard the proposal before you as another step in a very important process towards committing our government, our Congress to the process of peace through nonviolence in Northern Ireland. My committee, which has been in existence for about five years, came about because of the initiatives shown by Majority Leader Tip O'Neill and Senator Ted Kennedy, Senator Moynihan when they initially condemned violence in Northern Ireland and those who promote violence. It is because of that condemnation, which was a very courageous move at the time and remains so, that our committee was formed. We exist to educate people in the United States about the situation in Northern Ireland and try to get them to understand the difficult conditions that exist there, economic and social as well as political, and to do what we can to commit our resources and educate our people about helping those who would seek a nonviolent solution to the situation there.

In my view, this proposal is a modest but very forthright attempt to carry on two other major steps which the Congress has undertaken in the last two years. The first is the overwhelming ratification by the House and Senate of the Anglo/Irish Agreement which was the first major attempt by the Irish and British governments to establish a framework in which peace can find its way into the North of Ireland.

The second major step was the decision by the Congress, again because of the leaderships of Speaker O'Neill and others, to contribute $85 million to the international fund for the reconstruction of Ireland and Northern Ireland. This was I think an integral part of our commitment to the Anglo/Irish Agreement.

I regard this proposal as another piece of that equation where this Congress would urge school districts to allocate a certain portion of their resources to encourage and enable young men and women from Northern Ireland to come to the United States to study for a year to learn our traditions and to take back with them some of the values that we have been so fortunate to have acquired over the years.

And I think in this time of budget cuts and Gramm-Rudman that it is not easy to urge districts that are already under some restraints to reallocate their resources, but I regard it as a very worthwhile and very useful step and a very useful tool that would

benefit not only those that would come from Northern Ireland to the United States, but would benefit us for having the privilege and the opportunity to live and work and study with those young people.

So I commend this proposal very much. I would hope that the committee acts on it promptly and positively, and I would hope the House concurs.

Thank you.

[The prepared statement of Paul S. Quinn follows:]

Prepared Statement of Paul S. Quinn, Chairman, Committee for a New Ireland

Mr. Chairman, members of the Subcommittee, it is a great pleasure for me to appear before you this morning to speak in support of H.R 1019, the Irish Scholarship program, introduced by my good friends Congressman Pat Williams of Montana and your Majority Leader Tom Foley, who have been such dedicated and determined proponents of peace through non-violence in Northern Ireland.

It is a particular pleasure to be here today in the company of John Hume, a valued friend who, more than any individual during our time, has moved Northern Ireland away from violence and towards peace and social justice.

I have had the pleasure of knowing and working with John for several years and travelling extensively throughout Northern Ireland with him. He embodies all of those qualities which men and women in a free democracy look for in their leaders; courage, honesty and determination to achieve the goals of social justice, economic opportunity for all and peace through non-violence, not only for his country, but for all countries throughout the world.

The Committee for a New Ireland, which was formed in 1983 to facilitate and encourage the efforts of parties and individuals who share a common desire to seek peaceful resolution of the Irish conflict. Our Committee has thousands of members throughout the United States and was an early and enthusiastic supporter of the New Ireland Forum and the Anglo Irish Agreement which it produced, and which has received such overwhelming support by our government, the governments of Ireland and Great Britain, and an increasingly large majority of Nationalists in Northern Ireland who seek a peaceful solution to the problems confronting that country.

Mr. Chairman, there are 40 million Americans living today who claim Irish ancestry. Although I do not presume to speak for all of them, I am one of them, as were my parents and grandparents before me. My three brothers and I, all of whom are college graduates - three of us having attended graduate school - were beneficiaries of this country's great and diverse educational system. Although our parents' formal education was limited, we drew much from their love of education, which is so inherent in the Irish tradition.

Although my family may not be typical, it is representative of others who benefitted from Ireland and its culture and I believe that all who did likewise should work to repay what we have received in a meaningful way to those who live in Northern Ireland and strive to uphold the traditions, principles and heritage of that country.

The proposal before you this morning is, in my view, a pratical, useful and potentially beneficial tool to help not only Ireland and its young people struggle with the adverse conditions confronting their country but to allow us in a meaningful way to manifest our interest and concern in promoting the cause of peace through non-violence in Northern Ireland.

At a time of huge budget deficits and budget cuts mandated by Gramm-Rudman, some may argue that the limited resources available to our own young people could perhaps be better spent here rather than on the youth of Northern Ireland. To those I would say that a country with our enormous resources cannot afford not to encourage school districts to consider allocating some of their resources to afford at least a few young men and women who are victims of strife in Northern Ireland an opportunity to participate in our educational system.

Furthermore, the modest amounts of federal funds which could be earmarked for these scholarships would serve as seed money to be supported by voluntary funds from our private sector, thus forging a meaningful partnership which could benefit not

identified by my good friend John Hume, who so eloquently described it in receiving an honorary degree from Catholic University last year,

> "In America, there has always been respect for this idea of unity in deversity and whatever the controversies may be about the value and application today of the old melting-pot concept, there is, I understand, increasing acceptance of the idea of cultural pluralism. Again not without difficulty yesterday or devoid of controversy today, you have achieved religious toleration and established the separation of Church and State. Written on your smallest coin in this contry is your message of greatest value, the cement of your society - E Pluribus Unum - from many, one. The essence of unity is the acceptance of diversity. The tragedy of divided people everywhere, as in Ireland, is that they have pushed difference to the point of division and have not yet learned the lesson that is the essence of unity in every democratic society in the world is to accept and respect diversity."

Thank you Mr. Chairman and members of the Subcommittee for the opportunity to appear before you this morning and I urge you and your colleagues to act promptly on this worthwhile and timely proposal to advance the cause of peace through non-violence in Northern Ireland.

Mr. KILDEE. Thank you, Mr. Quinn.
Ms. Judy McLennan.

STATEMENT OF JUDY McLENNAN, COCHAIRMAN, BELFAST CHILDREN'S PROGRAM

Ms. MCLENNAN. Thank you, Mr. Chairman and members of the committee. It is indeed a great honor to be here this morning on St. Patrick's Day, and I appreciate you having all of us here. I have submitted testimony but if I may just go over and recap some of it with you at the moment.

Mr. KILDEE. Yes, your entire written testimony will be made part of the record and you may summarize.

Ms. MCLENNAN. Thank you.

My name is Judy McLennan. I am the co-chair of the Belfast Children's Program. We operate in the Greater Washington, D.C. area. The program hosts children from Northern Ireland, specifically Belfast, West Belfast, ages 9 to 12, both from the Catholic and the Protestant traditions. We place them with area families for six weeks during the summer.

There are many programs similar to ours across the United States. These programs started in 1973 in Hibbing, Minnesota. Last year over 2,000 visas for children from Northern Ireland, who visited the United States on similar programs such as ours, were issued by the United States Consulate in Belfast. And I fully expect that number to rise substantially again this year.

The summer programs such as the Belfast Children's Summer Program, demonstrate to the children of Northern Ireland and their families that people of different faiths and backgrounds can and do live in a peaceful coexistence. The young people of Northern Ireland must be helped to understand and respect each other's different customs, beliefs and traditions. They learn from their experience here that no one culture or religion needs to dominate in order to survive. This kind of bridge building is essential in order to ensure a peaceful future in Ireland.

In a few short weeks in the United States, the children gain a self confidence and trust which they take home like a badge of honor. This becomes the backbone of their future.

H.R. 1019, the Irish scholarship program, is an excellent and important way to assist in helping the future parents and leaders of Ireland lead constructive lives for themselves and for their country.

It is very easy to hate someone you do not know. The interaction of the children fortunate enough to be able to participate in the various children's programs here affords them the opportunity to meet with each other and start the process of breaking down the traditional barriers.

The Washington program which started in 1982, hosting six children, will expand this summer to hosting 70; 35 Protestant and 35 Catholic. The Belfast Children's Program was started by concerned individuals who wanted to have a long-lasting positive impact and stemming the misplaced conception that the use of violence is an answer to the problems facing Ireland today.

We feel that these programs here in the United States have been very successful. If I may share with you some of the comments that

some of the principals from the schools from which our children come.

You are friends who will probably never be here to see the fruits of your labor, but who faithfully every year try, in your own way, to ameliorate the situation here. Our problems will not be solved easily, but your program, in my view, has three main effects.

One, it gives relief to the situation of many individual children, letting them experience, at first-hand, what it is like to live in a normal, loving, caring family in a peaceful neighborhood. The children then bring this love and caring back home with them to grow in their own situations.

It lets the community at large here see that American money can buy more than the widely publicized boat loads of guns and explosives. It also helps me, my teachers and our local community workers to know that we are not alone in our endeavors.

Another principal tells us,

Please tell your committee and the families concerned that the good they do extends beyond the individual children. It creates more good will in the city of Belfast. This, in turn, will help hasten the end of our problem and they will have positively contributed towards it.

I am convinced, Mr. Chairman, that these educators from which I quoted would be happy to give testimony on behalf of H.R. 1019 in the extension of the holiday programs into the school year.

I have personally been to Belfast numerous times. I have met with the parents of the children, the teachers, the principals, the social workers, the community leaders, the church leaders, Northern Ireland office officials and the politicians. I have shared tea in their kitchens, their schools, their homes and their offices. Their enthusiasm across the board to the children's programs is shown by their willingness to have the younger siblings from their families return year after year, and they hope each year to have the program expanded.

I can only feel that the Irish scholarship program, as put out in H.R. 1019, can only help to extend the positive work that the children's programs have initiated.

The Department of Education in the Northern Ireland office supports the work of the various children's programs by encouraging groups which are prepared to cross traditional community divisions in the interest of promoting harmony. The Belfast Children's Summer Program has been able to establish an excellent reputation and our credibility amongst those we work with is unquestioned.

Because of this, we have been asked and have cooperated with the Department of Education in the Northern Ireland office in assisting them to expand the qualifications for the programs to adhere to in order to qualify for grant monies under their community relations program children's holiday schemes. We work closely with the schools and we look to the private sector as well for our funding.

The Irish scholarship program proposal calls for a partnership between the government, educational institutes and the private sector. This process is illustrated by the Belfast Children's Program does work and should be expanded. The children who would experience the Irish scholarship program under H.R. 1019 represent the true building block of their generation to work towards peaceful so-

72-693 - 87 - 2

lutions which need to be found in a political and constitutional framework for Northern Ireland.

With the unemployment rate in some pockets running as high as 80 percent in Northern Ireland, families in that area could not possibly afford the financial burden in order to give their children the experience of a school year in America free of the ever-present fear and violence without the aid and assistance of a program such as H.R. 1019.

Can we in all good conscience stand by and let the young and the talented youth of Northern Ireland never have an opportunity to live in peace?

I strongly urge you to give your utmost attention to the passage of H.R. 1019. Thank you, Mr. Chairman.

[The prepared statement of Juliette C. McLennan follows:]

Prepared Statement of Juliette C. McLennan, Cochairman, Belfast Children's Summer Program

Mr. Chairman, Ladies and Gentlemen of the Subcommittee, thank you for the honor of being able to speak with you this morning.

My name is Judy McLennan and I am the Co-Chairman of the Belfast Childrens Summer Program which operates in the greater Washington, D.C. area. The program hosts children ages 9-12, from both Catholic and Protestant traditions, placing them with area families for 6 weeks during the summer.

There are many programs similar to ours across the United States. These programs started in 1973 in Hibbing, Minnesota. Last year, over 2,000 visas for children from Northern Ireland, who visited the United States on similar programs such as ours, were issued by the United States consulate in Belfast. I fully expect that this number will be greatly expanded this year.

These various programs were the subject of an NBC special movie, "Children of Crossfire" which aired in December, 1985. The program generated a great deal of interest and debate. It attempted to focus on the conditions and the environment in which these children live and grow.

The summer programs, such as the Belfast Childrens Summer Program, demonstrate to the children of Northern Ireland and their families that people of different faiths and backgrounds can and do live in a peaceful co-existence. The young people of Northern Ireland must be helped to understand and respect each other's different customs, beliefs and traditions. They learn from their experience here that no one culture or religion needs to dominate in order to survive. This kind of bridge-building is essential in order to insure a peaceful future in Ireland.

In a few short weeks in the United States, the children gain a self confidence and trust which they take home like a badge of honor. This becomes the backbone of their future.

H.R. 1019, the Irish Scholarship Program, is an excellent and important way to assist in helping the future parents and leaders of Ireland lead constructive lives for themselves and their country.

The children in the Washington program come from West Belfast. The children of Belfast are subjected to sinister violence and bigotry. Shootings and bombings are common occurances. Security forces patrol their neighborhoods on the watch for terrorists and gunmen who strike without warning. There is a "Peace Wall" separating the neighborhoods, and the children from the different traditions seldom have an opportunity to mix.

It is easy to hate someone you don't know.

The interaction of the children fortunate enough to participate in the various childrens programs affords them the opportunity to meet each other and start the process of breaking down the traditional barriers.

The Washington program started in 1982, hosting 6 children. This summer we will host 70 children; 35 Protestant and 35 Catholic. The Belfast Childrens Program was started by concerned individuals who wanted to have a long lasting, positive impact on stemming the misplaced conception that the use of violence is an answer to the problems facing Ireland today. We feel the programs are successful.

The principal of one of the schools which our children attend in Belfast writes: "You are friends who will probably never be here to see the fruits of your labor, but who faithfully every year try, in your own way, to ameliorate the situation here. Our problems will not be solved easily, but your program, in my view, has three main effects:

1. It gives relief to the situation of many individual children, letting them experience, at first hand, what it is like to live in a normal loving, caring family in a peaceful neighborhood. The children then bring this love and caring back with them to grow in their own situations.

2. It lets the community at large here see that American money can buy more than the widely publicized boatloads of guns and explosives.

3. It helps me, my teachers and our local community workers to know that we are not alone in our endeavors."

Another principal tells us, "Please tell your committee and the families concerned that the good they do extends beyond the individual children and it creates more good will in the city of Belfast. This in turn will help hasten the end of our problem and they will have positively contributed towards it."

I am convinced, Mr. Chairman, that these educators would speak with the same enthusiasm and appreciation for the Irish Scholarship Program, should it be implemented.

One of our Washington host parents writes, "Change is always slow to come, but if we can teach these children about love and tolerance, one child at a time, perhaps it will come eventually."

I have personally been to Belfast numerous times. I have met with the parents of the children, the teachers, principals, social workers, community and church leaders, Northern Ireland Office officials and politicians. I have shared tea in their kitchens, schools, homes and offices. Their enthusiasm across the board for the Childrens Programs is shown by their willingness to have the younger siblings in the families participate in the program. Each year the hope is that we can expand the program.

I can only feel that the Irish Scholarship Program in H.R. 1019 can help extend the positive work which the Childrens Programs have initiated.

The Department of Education in the Northern Ireland office supports the work of the various childrens programs by encouraging groups which are prepared to cross traditional community divisions in the interest of promoting harmony.

The Belfast Childrens Summer Program has established an excellent reputation and our credibility amongst those we work with is unquestioned. Because of this, we have been asked and have cooperated with the Department of Education in the Northern Ireland office in assisting them to expanding the qualifications for the programs to adhere to in order to qualify for grant monies under their Community Relations Program/Childrens Holiday Schemes.

We work closely with the schools and we look to the private sector as well for funding. The Irish Scholarship Program proposal calls for a partnership between the government, educational institutions and the private sector. This process, as illustrated by the Belfast Childrens Summer Program, does work and should be expanded.

The children who would experience the Irish Scholarship Program under H.R. 1019 would represent the true building blocks of their generation to work toward peaceful solutions which need to be found in a political and constitutional framework for Northern Ireland.

With the unemployment rate running as high as 80% is some parts of Northern Ireland, families in that area could not possibly afford the financial burden in order to give their children the experience of a school year in America, free of

the ever-present fear of violence, without the aid and assistance of a program such as that found in H.R. 1019.

Can we in all good conscience stand by and let the young and talented youth of Northern Ireland never have the opportunity to live in peace?

I strongly urge you to give your utmost attention to the passage of H.R. 1019.

Mr. KILDEE. Thank you for your testimony.

Our next witness is Dr. Abigail McNamee, associate professor of the Herbert H. Lehman College, New York, and she is accompanied by her husband, Joseph, at the table.

STATEMENT OF ABIGAIL McNAMEE, ASSOCIATE PROFESSOR, HERBERT H. LEHMAN COLLEGE, NEW YORK, ACCOMPANIED BY JOSEPH E. McNAMEE, DIRECTOR, PSYCHOLOGICAL ALTERNATIVES, P.C.

Dr. MCNAMEE. Okay, I wanted to say that my husband and I are two halves. At the last testimony we co-authored the document that is submitted for the record and have been colleagues in our beginning research in Northern Ireland related to American summer programs and their effect on the children.

What I would like to do is to present our summary statement and then some detail related to the educational system in Northern Ireland and the developmental characteristics of the children in question. And then Dr. Joseph McNamee will discuss the potential benefit of such a program and our recommendations for it.

Given the structure of the educational system in Northern Ireland, the developmental characteristics of the specific age groups under consideration and the potential benefits of such program of education in the United States for children from troubled areas of Northern Ireland, the following observations are made.

One, there is reason to believe that such a program could have a beneficial effect on the psychological development of children from Northern Ireland.

Two, the best length of time for such an educational experience we believe would be six months for children 13 and 14 years of age, and one year for children 17 and 18 years of age, the age that we believe are the best ones for such an experience given the age range indicated.

And, three, such a program can be most effective if it is conceived to include pre, during, and post trip meetings designed to prepare, support and follow up the international educational experience.

The educational system in Northern Ireland is not the same as the educational system in the United States. There are aspects of the school system which heavily impinge upon the kind of program that is suggested. For example, there are three points in the educational system in Northern Ireland where children are tested, and that testing is not just an evaluation of their progress to date; it is an indication and it exists to determine their eligibility for proceeding and the kind of education that they will move into in the sequence.

For example, at 11 years of age children in Northern Ireland take what is generally called the Eleven Plus exam. Their grading on this exam determines whether they go on to a more academic and prestigious grammar school or whether they go on to a more generalized education in the secondary schools.

The year prior to this test and the year of the testing are tense years really of preparation for that testing, and it would be virtual-

ly impossible for a child to leave the educational system during the school year at that time.

At the age of 12 a child is in the first year of either the grammar school or the secondary school. That also would be a very difficult time for a child to leave the educational system in Northern Ireland. It would be a year of new school, new teachers, new peers and a difficult time, as I said, for them to leave.

Unless a parent chooses to propose a reevaluation the Eleven Plus testing, the year of 13 and 14 in Northern Ireland would be years without major testing and times when a child could conceivably leave the educational system without detriment, and that is why we are recommending 13 and 14 in terms of the educational system as an ideal time for the child to come to the United States.

At 15 children begin to prepare in earnest for the O Level examinations which are taken at 16 years of age. These exams are taken in June. They are taken in a multitude of subject areas and not only evaluate the child's progress but determine whether the child will stay in the system for another two years of preparation for A Level examinations. The A Level examinations taken at this age determine whether a child will be eligible for university education.

So there are crucial times around these testings when it would be difficult to impossible for children to come to the United States.

It would seem then in terms of the educational system that children of 11, 13, 14, and 18 and a half would be able to come to the states. In addition, children of 17 and 18 who are not planning on going on to college would be free to come to the states, but there are practical problems related to this age group.

They would be finished with compulsory education which in Northern Ireland ends at the age of 16. They may not be interested in spending another year in an American high school. They may not be able to deal with an American college or university in terms of that kind of schooling, and they may be needed financially in Northern Ireland to contribute to their family's support.

I would like to deal briefly with the developmental characteristics of the age children who could conceivably leave the educational system to come to the United States. It is our thinking that 11-year old children are too young to experience either a six-month or a 12-month program of education here. Pre-adolescence is a tumultuous time emotionally. Intellectually they are marginally able to conceptualize, we believe, and integrate the experience and they are much too dependent on their families at that age to be separated for a long period of time.

Thirteen and 14 year olds are more mature intellectually. They would be better able to conceptualize and integrate the program. They are at a less tumultuous age than pre-adolescence, but even this age group is vulnerable and would need high level support while they are in the United States as well as support prior to coming and after they return to Ireland and reenter their families' communities and schools.

We believe that the best length of time for 13 and 14-year old children would be a six-month program rather than a 12-month program. We believe that children of 17 and 18 years of age or older could well tolerate a year-long program. They would be intellectually quite mature, emotionally quite mature and would be

able to tolerate both the intellectual and the emotional demands that such a program would make.

Joseph.

STATEMENT OF JOSEPH E. McNAMEE, DIRECTOR, PSYCHOLOGICAL ALTERNATIVES, P.C.

Dr. McNAMEE. In the interest of brevity I will say only that while there is no conclusive evidence, reasons strongly suggests that the life experience outside of troubled areas could have strong impact on personality development by interrupting the development of a negative view of self and others which is fostered through reactions against or defensive identification with a social in group.

And I would like to move on to our recommendations if I may.

It is recommended that a joint commission of educators and psychologists and perhaps parents and children from Northern Ireland and from the United States be formed to conceptualize such a program and determine implementation strategies. Issues which may be considered by such a commission are the following:

One, that equal numbers of Protestant and Catholic children be included.

Two, that children of 13 and 14 years of age seem to be the most appropriate focus group both in terms of the Northern Irish educational system and in terms of the psychological characteristics of that age child.

Three, that a shorter length of stay be considered, perhaps six months, as opposed to an entire year. A reduced time span would be less disruptive of a child's school experience and family and peer relationships.

Four, that the children from Northern Ireland, once in America, should be grouped together; two to a home and six to ten to a school for mutual support.

Five, that the children should be placed with or near preexisting Irish friends to lessen a feeling of depression which often follows separation from home and family for a lengthy period of time.

Six, that a parent surrogate or coordinator from Northern Ireland, who may in fact be an exchange teacher, accompany the children to each community to serve as coordinator of activities, counselor, companion.

Seven, that the coordinator and the children be funded for one or two one to three day trips to areas of the United States, such as Washington, D.C., other than the host community for additional cultural and political educational experiences.

Eight, that the children's preparation for the United States visit be well planned and executed in Northern Ireland. Such preparation should include at least discussion groups and an introductory booklet for each child and his or her family focusing on how to prepare for the trip, what to expect when arriving in the U.S., et cetera. There is a sample that my wife and I put together for the Westchester County Irish Summer Scheme Program which is I think included with our submissions.

Nine, that the children should have at least a one week adjustment period prior to starting school when they arrive in the

United States and at least a two week adjustment period when they return to Northern Ireland before reentering school.

Ten, that debriefing sessions be held once the child returns to Northern Ireland to help him or her deal with issues related to reentry and positive conceptualization and integration of the experience. For example, writing and talking about the experience, how I changed since last year type of thing.

Eleven, that programs for Northern Irish children be sequenced from one local trips away from home; two, summer scheme trips to the United States of six week duration variety; and three, trips of maximum length, such as the program being proposed which would bring children to the United States for approximately, as our recommendation, six months.

Twelve, that criteria be established for selecting children based on such factors as: Strength of personality/maturity. That sounds very complicated but if we just use as an example successful participation in other shorter United States programs, I think that would be sufficient; school grades; recommendation of the school principal; absence of involvement in highly aggressive activities in Northern Ireland; and absence of involvement with drugs and alcohol.

And thirteen, finally, these children will have been exposed to a very different life experience for many months. Reentry to their families will be difficult. Both the children and their parents will need a well thought out debriefing experience designed to help each be more sensitive to the other. This experience can be supported by additional follow-up meetings or parties, which are much more appreciated, for those who participated in this program and for their families six months after returning and on an annual basis thereafter. These annual meetings or parties could serve well as the basis of departure for the next year, the group that would depart the next year. Moreover, research shows conclusively that educationally and therapeutically induced change has its greatest impact when it is supported environmentally and has frequent follow-up opportunities to relive the experience.

Thank you.

[The prepared statement of Dr. Abigail McNamee and Dr. Jos[illegible]n McNamee follows:]

72-693 - 87 - 3

PREPARED STATEMENT OF DR. ABIGAIL MCNAMEE, ASSOCIATE PROFESSOR, HERBERT H. LEHMAN COLLEGE, NEW YORK, AND DR. JOSEPH E. MCNAMEE, DIRECTOR, PSYCHOLOGICAL ALTERNATIVES, P.C.

Position: Prior to age eleven it would be psychologically inappropriate to separate a child from his/her family for a period as long as one year for any reason short of physical safety; such a separation would cause more stress than it would alleviate. This statement is generally agreed upon by all researchers in the area of children and stress.

In considering a life experience in the United States for children from Northern Ireland between the ages of 10 and 18 it is crucial to consider three areas:

1) At what age/s a child from Northern Ireland could leave the educational system without detriment;

2) Psychological factors which would impinge upon such an experience;

3) The purpose or goals of such an experience.

1) The School System in Northern Ireland

At 11 years of age, in the first term of the last year of primary school, most children in Northern Ireland take what is referred to as the "Eleven Plus" examination. It might be difficult for someone accustomed to the American system of education to comprehend the significance of such an examination. Based on a child's performance on this examination, he/she will move on to a more academic and prestigeous grammar school or to a more general and practical secondary school.

A child with an "A" grade is guaranteed a non-fee place in a grammar school; a child with the lower "M" grade may attain a non-fee place in a grammar school but only if he/she can obtain one of the few remaining positions available; a child with the lowest "G" grade cannot attend a grammar school unless he/she obtains an available position and his/her family pays for it. Needless to say, the pressure of this examination is rather intense and the year prior to its implementation is an intense year of preparation. It would be virtually impossible to remove children from the school system in Northern Ireland at the age of 10 and, again, during the first term of the last year of primary school (age 11) due to the Eleven Plus examination.

A child could, however, (for six months only) leave the system during the last term of primary school when he/she is 11½ and the Eleven Plus examination has been completed.

By the time a child is 12, however, he/she enters his/her first year in the new grammar or secondary school: another difficult time to leave the Northern Irish system because it is a year of adjustment to a new school, new teachers, new peers.

Unless a review of the Eleven Plus examination results is requested by a child's parents (possible when the child is 13 or 14 years of age) no further significant testing is required until age 16. This would mean that most children of 13 and 14 years of age would be relatively free to leave the system for approximately six months to one year without detriment.

By the age of 15 children who are university directed begin to prepare in earnest for the GCSE "O" (Ordinary) Level examination which is taken in a wide range of subjects, is given in June when the child is 16, and determines eligibility for two further years of study in preparation for still another level of testing.

The "A" (Advanced) Level examination is given in June of the last term of grammar school (or large secondary school) when the child is 18, and determines university eligibility.

It would be very difficult for a child of 15, 16, 17, or 18 years of age to leave the educational system in Northern Ireland unless the child was not planning to attend university; compulsory education in Northern Ireland ends at age 16.

One might conclude, then, that the optimal years for absence from the educational system in Northern Ireland would be:

- 11 years, after completing the Eleven Plus and prior to entry into grammar or secondary school; coming to the United States in January and staying through the middle of summer (six months);
- 13 and 14 years of age, the years between the Eleven Plus and the "O" Level examinations, after initial entry into the grammar or secondary school;
- 17 and 18 years of age if a child is not planning to prepare for the "A" Level examinations and, thus, university entry;
- 18¼ years of age, after completing the "A" Level examination and prior to university entry in Northern Ireland (necessitating entry into an American college or university as grammar school or secondary school work would be completed.

2) Psychological Factors which would Impinge upon a Life Experience in the United States for Children from Northern Ireland between the Ages of 10 and 18

It has been determined that only those children aged 11, 13, 14, and 18¼ (and those children of 17 and 18 years who have completed compulsory education and are not planning on attending university) can leave the school system in Northern Ireland without detriment. It is now important to consider those psychological factors which would impinge on a life experience in the United States of six months to one year's duration.

Eleven Year Olds

Many eleven year olds would be ready intellectually to conceptualize and integrate an international life experience. They are able to go beyond actual concrete experiences; they can think logically and abstractly; they can construct hypotheses to account for events; they can test hypotheses in deductive fashion. (Piaget)

They are also able to make judgments and see themselves as members of a family, school, city, culture. (Kohlberg) Yet when their family is in danger this age is vulnerable. They are at an age of intellectual transition which makes them particularly vulnerable to war or violence. They are old enough to understand the dangerous situation they are in and young enough to be only too conscious of their own limitations. (Papanek)

Growth pressures are beginning to be felt with some force by the eleven year old. (Elkind) It is a tumultuous age: the eleven year old is unready for a long separation from family, the stresses of the separation and of the new experience adding to their tumult. Their desires are often contradictory, their ambivalence causes them to vascillate between ecstasy and gloom and between dependence and independence. They are often argumentative, emotional, and super sensitive to loss of control (a feeling tapped when their familiar world is changed). Boys act with hostility toward girls to counter their attraction; girls act competitive and seductive to counter their feelings of dependency on family. Children of this age are often difficult to reach, to teach, and to control; their impulse control and social conformity are doomed, temporarily, to disintegration. (Blos)

Thirteen and Fourteen Year Olds

Thirteen and fourteen year olds would be more mature intellectually than the eleven year old and even more able to conceptualize and integrate an international life experience. They are more practiced in going beyond actual, concrete experiences and in logical, abstract thinking; more practiced in constructing hypotheses to account for events and in testing their hypotheses in a deductive fashion. They see many possible combinations of events and situations. (Piaget) Their values, standards, and moral laws have acquired some independence from parental authority; they are more open to new ideas. (Kohlberg)

In addition, they are less tumultuous. Though they engage in public behavior often to attract attention, girls have moved toward abandoning their competitiveness and seductiveness, and boys have moved toward abandoning their defensive self-sufficiency. Both are moving toward more mature parent-child relationships. This age group could conceivably manage a long term separation from family and they would not be extremely difficult to manage generally speaking. For this age group, however, a year long stay in the United States is a long one; a six month stay would be potentially less psychologically desruptive (perhaps summer leading into the first term or the second term leading into summer) yet long enough for possible impact.

It is an age group, however, which would need sensitive support to manage such an experience. A particular friend is very important to both boys and girls within this age group: boys turn to "the special friend" of the same sex who is idealized and

loved; girls can be thrown into despair at the lack of a girl-friend. The loss of a friend can precipitate depression and complete loss of interest in life. Girls also develop easy "crushes" on both men and women (who usually resemble an idealized parent). (Blos) It is a vulnerable age, but in a way different from the younger child. Early adolescent boys and girls may be particularly at risk during war/violence to becoming violent: injuring, killing, destroying other people, things, and places to right the wrongs they have experienced, their fears mobilizing into anger. (Fraser, Fields)

Seventeen and Eighteen Year Olds

Intellectually and emotionally, the seventeen and eighteen year old is generally well suited to an international life experience. Their ability to conceptualize and integrate is further developed; (they are more likely to plan and organize in reaching solutions; they are more systematic than younger children). They see themselves as members of many different social units which are convenient but imperfect systems which must be evaluated (Kohlberg). There is also a decline of turmoil; this is a time of consolidation of character, of equilibrium. They have made gains in purposeful action, social integration, predictability, constancy of emotion, and stability of self-esteem. They are more amenable to compromise and delay; they can delineate those concerns which really matter; they are less self involved. (Blos)

It should be noted, however, that the end of adolescence is a decisive turning point, perhaps the final crisis of adolescence, an "identity crisis" (Erikson) It is a time when a young adult can fixate on a trauma (either a normal developmental trauma or an unusual trauma from the environment) and pause. How they conceptualize the trauma can either hinder development or promote encouragement to master reality. (Blos)

There are practical problems, however, when considering such a program: the 17 or 18 year old who could leave the Northern Irish educational system would have completed compulsory schoolwork and would fit conceivably into the American college or university rather than high school; some might not be interested in high school (having completed compulsory education in Northern Ireland) or academically ready for college work (i.e., those who had not planned on a university experience), some might be needed by their families to work and contribute to the family financially.

3) The Purpose or Goals of a Life Experience in the United States for Children from Northern Ireland

There is disagreement among researchers as to whether the "Troubles" in Northern Ireland have had a negative impact on the children growing up there...a factor which affects any decision to remove children from this environment. If the "Troubles" have not

had a negative impact why consider removing children?

Morris Fraser, a child psychiatrist who observed the effect of the "Troubles" on children while working at a Belfast Clinic, wrote one of the first and probably best-known books on the subject. He wrote that acute symptoms are experienced by every child who experiences an event that makes unusual demands on his/her physical or emotional resources (in Belfast, a street riot or explosion and, perhaps, the injury or death of someone known or close). Symptoms include: sleep disturbance, separation fears, school refusal, loss of appetite, bowel/gastric/urinary upsets, headaches, repeated descriptions of the experience or refusal to talk about it, war games, cranky behavior, greed and possessiveness, aggression, temper tantrums, withdrawal/sadness/resignation, self-injury and adultism. These symptoms, however, usually fade quickly unless there has been a lack of support for the child or a lack of opportunity for discussion (1973, pp. 61, 85).

A child's reaction to what is essentially riot stress depends partially on the degree of emotional security experienced by the child during the stress. Children who had the most difficulty dealing with the stress had one or more parents who tended to over-react to a threatening situation by becoming agitated, enraged and aggressive--resulting in the child seeing the parents as vulnerable and thus feeling that it would not be possible to express his/her own anxiety, which later appeared as a symptom. "No child was disturbed in isolation" (p. 75). Fraser adds that, while some children opt out of a riot on their street, other children respond to civil disturbance by aggressive reaction, joining groups to throw stones and petrol-bombs. During the "Troubles," children have been taught to make bombs and to use machine guns. Bombs have been carried in their school bags and strapped to their bodies; they are ideal plants because they tend to attract less suspicion and are less able to give information if caught. "Children with limited death-concepts, unable through immaturity to anticipate all the risks of their actions, have accepted this role without hesitation" (p. 41).

Rona Fields, in a severely criticized book first published in England (1973) and later published with an altered title in the United States (1977), wrote that the children of Northern Ireland would need "massive rehabilitation efforts" and that the ongoing violence is extremely destructive to both Protestant and Catholic working-class children.

The research findings of Harbison, McWhirter, Trew and Whyte (all professors living and working in Belfast) are much more positive than those of Fields. Harbison links the effects of violence to other social problems in Belfast (low income, poor housing, high levels of unemployment and associated deprivation), yet adds that the combinations do not seem to be having a catastrophic impact on all children. She stresses their successful educational

attainments and their ability to adapt to the unusual features of their environment, perhaps because of the permanence and strength of the communities in Belfast which provide a stable background behind a very unstable foreground (1983, pp. 10-11).

McWhirter's findings indicate that:

-Abnormality has become normality in Northern Ireland to the extent that children may no longer be preoccupied with violence (1983c, pp. 139-40).

-Northern Ireland's children's conceptions of violence embrace a wider framework than just the types of violence associated with the present "Troubles," and the majority of children censure violence, viewing it as a serious social problem while appreciating its complexity (1982, pp. 174-75).

-Only 7.4 percent of the 10 to 14-year-olds asked to describe "The Worst Day of My Life" referred to "Troubles" -related events, a figure that doubled for children living in the more troubled areas of Northern Ireland (1983a).

-Fourteen-year-olds living in Northern Ireland were no more anxious, neurotic or toughminded than their English or American counterparts; but 10-year-olds living in troubled areas were more toughminded than those living in peaceful areas, Protestant boys were more toughminded than their Catholic counterparts, and girls were somewhat more neurotic than boys (1983a).

-Preschool children living in troubled parts of Belfast have a more mature understanding of death than their peers living in less-troubled districts, and 3 to 16-year-olds attributed the general causes of death more often to sickness (54 percent) than to accidents (40 percent) or violence (46 percent) (1982, p. 14).

-Children attending integrated schools (Catholic and Protestant) indicate positive attitudes toward religion and non-sectarian friendship patterns (1983c, p. 1).

McWhirter and Trew's research, as well as Cairns', further indicates that:

-Indictable offenses in Northern Ireland are only two thirds the rate of those in England and Wales, despite evidence that a number of young people would not be involved in crime were it not for the "Troubles," and the increased level of juvenile deviance in Northern Ireland is associated with those areas exposed to extremes of socioeconomic deprivation and civil strife (McWhirter and Trew, 1982, pp. 74-75).

-There is little evidence to support the view that children living in Northern Ireland are preoccupied with violence (1981, pp. 310-11).

-Very young children are aware of culturally determined distinctions between Catholics and Protestants and make negative evaluations of the outgroup as early as 6 years of age (1981, pp. 310-11), despite earlier findings that the process of mastering ethnic discrimination takes longer in Northern Ireland (11 years) than has been estimated for the United States (5 years) (Cairns, 1980).

Whyte's research related to the wishes of children in Northern Ireland indicates that:

-The wishes of Northern Irish children, as compared to their counterparts in London, evidence more concern for others and a desire for occupations that would enable them to escape from their own world (1983, pp. 12-14).

Lack of agreement among experts is not surprising, yet some researchers of children and terror (in Norther Ireland and elsewhere) indicate resilience in the short run, but more disturbing long term affects. (Lyons, Goleman) Can a year long life experience in the United States impact positively on distrubing long term affects for children from Northern Ireland?

While there is no conclusive evidence, reason strongly suggests that a life experience outside of the troubled area could have a strong impact on personality development by interrupting the development of a negative view of self and others which is fostered through defensive identification with a social "in-group". A life experience in another country could have such an impact by expanding a child's intellectual and emotional horizons in a highly supportive setting.

Identification

Children born into the world become assimilated into their cultural groups gradually as they grow and develop. The single most powerful process whereby one becomes a person, and a group member, is through the process of identification: the "tendency to incorporate or adopt the attitudes and behavior of other individuals or groups" (Goldenson, 1958). As a child gets older he/she moves from identification with parental characteristics to identification with peer/neighborhood norms, and gradually to the larger societal norms of city, state, nation, race, and mankind. Indeed, the process of indentification can be both developmentally normal, or defensive (if it is designed to increase one's feelings of strength, security, or acceptance at the expense of others).

The following paragraphs expand upon the defensive characteristics of the identification process and are expressed in general, not age-specific terminology.

It seems apparent that being raised in a society where many are prejudiced against one has an effect on how a person sees him/herself in relation to the world. One who is born into a victimized situation

may identify with the passive role of "victim" and act the part of accepting his/her fate for the rest of life; may identify with the active role of victim attempting to change the abhorrant social situation in which he/she finds self; or may reject the victim role and attempt to surmount it through a process known as "identification with the dominant group".

Identification with the dominant group is a process whereby the victim gradually comes to agree with the dominant group in criticism about his/her own group and, therefore, about self. In its subtler form this is a healthy characteristic of the process of assimilation into any group or culture. However, when assimilation is almost hopeless, this process takes on an insidious quality wherein this identification with the practices, prejudices, and outlook of the dominant group is destructive.

Since he/she cannot escape his/her own group the victim hates not only the group, but, in a real sense, him/herself as well. Moreover he/she may hate him/herself for feeling this way. This may lead to furtive and self-conscious behavior, nervousness, and insecurity, which characteristics may well become permanent parts of group member's personalities and further increase feelings of self-loathing...a vicious and never-ending cycle.

Some people who are victimized by prejudicial behaviors become more prejudiced than average themselves, and some become more sympathetic to other who are oppressed. Allport (1958) concluded that "Victimization can scarcely leave an individual with a merely normal amount of prejudice".

Referring specifically to the "victim" in a society Allport presents the following analogy:

> A child who finds himself rejected and attacked on all sides is not likely to develop dignity and poise as his outstanding traits. On the contrary, he develops defenses. Like a dwarf in a world of menacing giants, he cannot fight on equal terms. He is forced to listen to their derision and laughter and submit to their abuse.
>
> There are a great many things such a dwarf-child may do, all of them serving as his ego defenses. He may withdraw into himself, speaking little to the giants and never honestly. He may band together with other dwarfs, sticking close to them for comfort and for self-respect. He may try to cheat the giants when he can and thus have a taste of sweet revenge. He may in desperation occassionally push some giant off the sidewalk or throw a rock at him when it is safe to do so. Or he may out of despair find himself acting the part that the giant expects, and gradually grow to share his master's own uncomplimentary view of dwarfs. His natural

> self-love may, under the persistent blows of contempt, turn his spirit to cringing and self-hate.

More specifically, Allport offers the following diagramatic representation (Figure 1) of the types of personality characteristics one would expect to find among people who 1) turn their anger outward on the world and those who 2) turn their anger inward upon themselves in their attempt to compensate for the effects of discriminatory behavior. While both positive and negative personality characteristics are represented, the negative far outweigh the positive.

FIGURE 1

POSSIBLE TYPES OF COMPENSATORY BEHAVIOR AMONG VICTIMS OF DISCRIMINATION

Suffering from frustration induced by discrimination and disparagement leads to

↓

sensitization and concern which

if the individual is basically extropunitive lead to ↓	if the individual is basically intropunitive lead to ↓
obsessive concern and suspicion	denial of membership in own group
slyness and cunning	withdrawal and passivity
strengthening in-group ties	clowning
prejudice against other groups	self-hate
aggression and revolt	in-group aggression
stealing	sympathy with all victims
competitiveness	symbolic status striving
rebellion	neuroticism
enhanced striving	

Is there a way to intrude upon these developmental effects upon the children of the "Troubles"? There is no definitive answer. However, some hope may be found in an examination of the process whereby the in-groups are formed.

Group Membership and the Indentification Process

As a child gets older he/she moves out toward the larger community. When safety and security are daily issues, the meaningfulness of group support and protection is exaggerated. The more violence perpetrated by one group against the other, the more intense and exclusive the in-group on each side becomes. And herein lies the hope: if, as a group becomes more exclusive, it limits alternatives available to group members in the way of belonging/not belonging, broader views of life, the world, and themselves, then broadening activities such as international living experiences may well serve to break up the dominant, truncating, stultifying effects of prejudice on child development and on the adolescent and adult personality. If one can disrupt the development of the more negative, anti-social characteristics of personality within "in-groups", it can only work to everyone's advantage. Moreover, the authors' past experience in interviewing school principals in both the State (mainly Protestant) and Maintained (mainly Catholic) schools in relation to "summer schemes" (six week summer holiday programs in the United States) indicates strong bilateral support and encouragement of these programs.

While more research has to be done to establish the effects, if any, of these short-term programs it is the authors' impression that short-term programs, because of their brief duration, hold limited possibility for change. The "Troubles" in Ireland have been of 900 years duration. Measured against these centuries a short term intervention (six months) holds some promise of positive impact on individual children without being unduly disruptive.

RECOMMENDATIONS

That a joint commission of educators and psychologists (and, perhaps, parents and children) from Northern Ireland and the United States be formed to consider those issues related to such a program and to determine implementation strategies. Issues to be considered by such a commission should have among them the following:

1. That equal numbers of Protestant and Catholic children be included.

2. That children of 13 and 14 years of age seem to be the most appropriate focus group both in terms of the Northern Irish educational system and in terms of the psychological characteristics of that age child.

3. That a shorter length of stay be considered (6 months) as opposed to an entire year: summer leading into first term or second term leading into summer. A reduced time span would be less disruptive of the child's school experience, family and peer relationships.

4. That the children from Northern Ireland, once in America, should be grouped (two to a home; six to ten to a school) for mutual support.

5. That the children should be placed with or near (preexisting) Irish friends to lessen feelings of depression following separation from a friend and as support in separation from family.

6. That a parent surrogate/coordinator from Northern Ireland (perhaps an "exchange" teacher) accompany the children to each community to serve as coordinator of activity/counselor/companion.

7. That the coordinator and the children be funded for 1-3 day trips to areas of the United States other than the host community for extended cultural/political education.

8. That the childrens' preparation for the United States visit be well planned and executed in Northern Ireland. Such preparation should include at least discussion groups and an introductory booklet for each child and his/her family focusing on how to prepare for the trip, etc.

9. That weekly support group sessions be held once the child is in the United States conducted either by the coordinator or co-conducted by an American teacher/psychologist and the coordinator. The focus of these sessions would be emotional support and conceptualization and integration of the United States experience.

10. That the children should have at least a one week adjustment period prior to starting school when they arrive in the United States and at least a two week adjustment period when they return to Northern Ireland before reentering school.

11. That debriefing sessions be held once the child returns to Northern Ireland to help him/her deal with issues related to reentry and positive conceptualization/integration of the experience (i.e., writing or talking about "How I changed?").

12. That programs for Northern Irish children be sequenced from local trips away from home to "summer scheme" trips to the United States of six weeks duration to trips of maximum intervention, such as the program in question, which would bring children to the United States for approximately one year.

13. That criteria be established for selecting children based upon such factors as:
    - strength of personality/maturity (i.e., successful participation in other, shorter, United States programs);
    - school grades;
    - recommendation of school principal;
    - absence of involvement in highly aggressive activity in Northern Ireland;
    - absence of involvement with drugs and alcohol.

14. These children will have been exposed to a very different life experience for many months. Reentry to their families will be difficult. Both the children and their parents will need a well thought out debriefing experience designed to help each be more sensitive to the other. This experience can be supported by additional follow-up meetings/parties for those who participated in the program and for their families on a six month and annual basis, with the annual meetings/parties serving as part of the next years preparation for the departing group. Moreover, research shows conclusively that educationally/therapeutically induced change has its greatest impact when it is supported environmentally and has frequent follow-up opportunities to relive the experience.

BIBLIOGRAPHY

Adams, J.F. "Adolescent Opinion on National Problems", PERSONNEL GUIDANCE JOURNAL. VOL. 42(5), 1963, pp. 124-30.

Adler, Louis C. "Ulster Update", August 8, 1982. WOR Radio (transcript)

Alcoct, Norman Z. THE EMPEROR'S NEW CLOTHES. Oakville, Ontario: Canadian Peace Research Institute Press, 1972.

Alexander, Theron. CHILDREN AND ADOLESCENTS. New York: Atherton Press, 1969.

Allerhand, M.E. "Children's Reaction to societal Crises", AMERICAN JOURNAL OF ORTHOPSYCHIATRY, VOL. 35, 1965, pp. 124-30.

Allport, Gordon. THE NATURE OF PREJUDICE. Reading, Mass.: Addison-Wesley, 1954. (Anchor Books, 1958)

Alvik, Trond. "The Development of Views on Conflict, War and Peace Among School Children: A Norwegian Case Study." JOURNAL OF PEACE RESEARCH 5, 1968, pp. 171-95.

Anastasi, A. PSYCHOLOGICAL TESTING, Fourth Edition. New York: McMillan Publishing Company, Inc., 1976.

Baider, L., and E. Rosenfeld, "Effects of Parental Fears on Children in Wartime," SOCIAL CASEWORK, c. 55, 1974, pp. 497-503.

Blackstock, Charity. THE CHILDREN. Boston: Little, Brown and Company, 1966.

Blos, Peter. ON ADOLESCENCE. New York: The Free Press (McMillan Publishing Company, Inc., 1962

Bodman, F. "War Conditions and the Mental Health of Children," BRITISH MEDICAL JOURNAL, v. 11, 1941, pp. 486-88.

Bogardus, E.S. THE DEVELOPMENT OF SOCIAL THOUGHT, 4th Edition, New York: Longmans, Green, 1960.

Bonte E. & M. Musgrove. "Influences of War in Children's Play." CHILD DEVELOPMENT, Winter, 1943, pp. 129-200.

Boothby, Neil et al. UNACCOMPANIED CHILDREN: CARE AND PROTECTION IN WARS, NATURAL DISASTERS AND REFUGEE MOVEMENTS. Oxford University Press, 1987.

Bowlby, John. MATERNAL CARE AND MENTAL HEALTH. World Health Organization, 1952.

Cairns, Ed. "The Development of Ethnic Discrimination in Children in Northern Ireland", A SOCIETY UNDER STRESS. Somerset, England: Open Books, 1980.

Coles, Robert. "Ulster's Children", THE ATLANTIC MONTHLY. #246, December, 1980, pp. 33-44.

Conroy, John. "Crazy Joe's School", ALICIA PATTERSON FOUNDATION NEWSLETTER, 1981.

_____. "Kneecapping", APF Reporter, ALICIA PATTERSON FOUNDATION NEWSLETTER. 1980.

_____. "Northern Ireland's Lost Generation", THE NEW YORK TIMES MAGAZINE. August 2, 1981.

_____. "Routine Violence", ATLANTA CONSTITUTION. December 7, 1980.

Cooper, Peter. "The Development of the Concept of War", JOURNAL OF PEACE RESEARCH 2, 1965, pp. 1-17.

Dweck, Carol S. "Learned Helplessness: A Developmental Approach", DEPRESSION INCHILDHOOD: DIAGNOSIS, TREATMENT & CONCEPTUAL MODELS. New York: Raven Press, 1977.

Elkind, David. A SYMPATHETIC UNDERSTANDING OF THE CHILD ()-16) Boston: Allyn & Bacon, 1968.

Erickson, Erik. CHILDHOOD AND SOCIETY. New York: W. W. Norton, 1950/1963.

Escalona, S.K. "Children's Awareness of the Threat of War - Some Developmental Implications", AMERICAN JOURNAL OF ORTHOPSYCHIATRY (Vol. 33), 1963, pp. 204-5.

_____. THE IMPACT OF THE INDO-CHINA WAR UPON PERSONALITY DEVELOPMENT. Address given at Bank Street College of Education, Dec. 1971.

Eth, Spencer. POST-TRAUMATIC STRESS DISORDER IN CHILDREN. Washington, D.C.: American Psychiatric Press, 1985

Fields, Rona M. SOCIETY UNDER SIEGE, A Psychology of Northern Ireland. Philadelphia: Temple University Press, 1977. (Originally published and withdrawn from publication by Penguin, 1973.)

Freud, Anna, and Dorothy Burlingame. WAR AND CHILDREN. New York; Ernst Willard, 1943.

Gallagher, Jeanette and K. Reid. THE LEARNING THEORY OF PIAGET AND INHELDER. Austin, Texas: Pro-ed, 1981.

Geddie, Leanna, & Gertrude Hildreth. "Children's Ideas About the War." JOURNAL OF EXPERIMENTAL EDUCATION. Jan. 1944 pp. 92-97.

Goldeman, Robert M. THE ENCYCLOPEDIA OF HUMAN BEHAVIOR: PSYCHOLOGY, PSYCHIATRY AND MENTAL HEALTH. Garden City, New York: Doubleday & Co., 1970. (Vol 1) pp. 590-591.

Goleman, Daniel. "Terror's Children: Mending Mental Wounds", THE NEW YORK TIMES, February 24, 1987.

Greenstein, Fred I. CHILDREN AND POLITICS, rev. ed. New Haven: Yale University Press, 1969 (Yale STudies in Political Science 13).

Harbison, Jeremy and Joan. A SOCIETY UNDER STRESS (Children and Young People in Northern Ireland), Somerset, England: Open Books Publishing Ltd., 1980.

Hartley, E.L. PROBLEMS AND PREJUDICE, New York: Columbia University Press, 1946.

Hartley, R.E. FUNDAMENTALS OF SOCIAL PSYCHOLOGY. New York: Knopf and Company, 1952.

Heinicke, Christoph and Ilse Westheimer. BRIEF SEPARATIONS. New York: International Universities Press, Inc., 1965.

Hess, Robert D., & Judith V. Torney. THE DEVELOPMENT OF POLITICAL ATTITUDES IN CHILDREN. Chicago: Aldine, 1967.

John, E. "A Study of the Effects of Evacuation and Air Raids on Children of Pre-School Age," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY V. 11, 1941, pp. 173-82.

KAFFMAN, M., "Kibbutz Civilian Population Under War Stress," BRITISH JOURNAL OF PSYC HIATRY, V. 130, 1977, pp. 489-94.

Kohlberg, Lawrence. The Development of Moral Stages: Uses & Abuses. PROCEEDINGS OF THE 1973 INVITATIONAL CONFERENCE ON TESTING PROBLEMS, EDUCATIONAL TESTING service, 1974, 1-8.

_____. THE PHILOSOPHY OF MORAL DEVELOPMENT. New York: Harper & Row. Publishers, 1981.

_____. Stage & sequence: The cognitive - developmental approach to socialization. In D. Goshin (Ed.), Handbook of Socialization: Theory and research. Chicago: Rand McNally, 1968.

Lambert, Wallace E., & Otto Klineberg. CHILDREN'S VIEWS OF FOREIGN PEOPLES. New York: Meredith Publishing, 1967.

Law, Norma R. CHILDREN AND WAR. (A position Paper) Washington, D.C.: ACEI, February, 1973.

Lyons, H. A. "Depressive Stress and Aggression in Belfast." BRIT. MEDICAL J., 5 Feb., 1972, pp. 342-344.

_____. "Violence in Belfast: A Review of the Psychological Effects." COMMUNITY HEALTH, 5, 1973, pp. 163-168.

_____. "Terrorists Bombing and the Psychological Sequelae." J. IRISH MEDICAL ASSOC., 67 (1), pp. 15-19.

Maas, H., "The Young Adult Adjustment of Twenty Wartime Nursery Children," CHILD WELFARE, Feb., 1963, pp. 57-72.

Martin, Neil S. "Suffer the LIttle Children", Sunday Magazine/ Gannet Newspapers, July 27, 1980.

McNamee, Abigail. CHILDREN AND STRESS. Washington, D.C.: Association for Childhood Education International, 1982.

McNamee, Abigail and Joseph E. "Stressful Life Edperiences in the Early Childhood Educational Setting", SELF-DESTRUCTIVE BEHAVIOR IN CHILDREN AND ADOLESCENTS. New York: Van Nostrand Reinhold Company, 1981.

_____. "The Children of Belfast. Getting to Know Belfast, Northern Ireland through Child-focused Research: An American Perspective". CHILDHOOD EDUCATION. Association for Childhood Education International. November/December, 1985.

McWhirter, Liz. "Yoked by Violence Together", COMMUNITY CARE. Nov. 4, 1982, pp. 14-17.

_____. "How Troubled Are Children in Northern Ireland Compared to Children Living Outside Northern Ireland?" Paper presented at Annual Conference of the Psychological Society of Ireland, Nov, 1983a.

_____. "The Impact of Political and Secterian Violence in Northern Ireland". In Dzurawiec and Annis, eds. EXPISCATIONS IN CROSS-CULTURAL PSYCHOLOGY. Lisse: Swats and Zeitlinger B.V., 1983b.

_____. "Northern Ireland: Growing Up with the 'Troubles'". In Goldstein and Segall, eds. AGGRESSION IN GLOBAL PERSPECTIVE. New York: Pergamon Press, 1981.

_____. "The Northern Ireland Conflict---Adjusting to Continuing Violence". In M. Kahmert, D. Pitt and I. Taipake, eds. CHILDREN AND WAR. Proceedings of Symposium, Siuntio Baths, Finland, Mar., 1983c.

_____. "The Northern Ireland Conflict: Could Integrated Education Have an Impact?" Paper presented at International Society for the Study of Behavior Development. Munich, West Germany, Aug. 1983d.

_____. "The Northern Ireland 'Troubles': Current Developmental Research Perspectives." BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY, 1983e, pp. 348-51.

_____. "Northern Ireland Children's Conceptions of Violent Crime", THE HOWARD JOURNAL, 21, 1982, pp. 167-77.

McWhirter, Liz and Roberta Gamble. "Development of Ethnic Awareness in the Absence of Physical Cues", THE IRISH JOURNAL OF PSYCHOLOGY, 2, 1982, pp. 109-27.

McWhirter, Liz and Karen Trew. "Social Awareness in Northern Ireland Children", BULLETIN OF THE BRITISH PSYCHOLOGICAL SOCIETY, 34, 1981, pp. 308-11.

_____. "Children in Northern Ireland: A Lost Generation?" In E. J. Anthony and C. Chiland, eds. TOMORROW'S PARENTS. New York: Wiley, 1982, pp. 62-82.

Murphy, Lois and Alice Moriarty. VULNERABILITY, COPING, AND GROWTH. New Haven: Yale University Press, 1976.

Papanek, Ernst. OUT OF THE FIRE. New York: William Morrow & Company, Inc., 1975.

Rautman, Arthur and Edna Brower. "War Themes in Children's Stories: II". JOURNAL OF PSYCHOLOGY, April, 1951, pp. 263-70.

Rosenblatt, Roger. "Children of War", TIME. July 19, 1982, pp. 32-61.

_____. "Seven Days in a Small War", TIME. July 19, 1982, pp. 20-27.

Sanstrock, John. ADOLESCENCE. Dubuque, Iowa: William C. Brown Company, 1981.

Skard, Aase. "Children and War". DELTA KAPPA GAMMA BULLETIN. Spring, 1972, pp. 33-38.

Slater, Philip. THE PURSUIT OF LONLINESS. Boston: Beacon, 1970.

Stolz, Lois Meek. FATHER RELATIONS OF WAR-BORN CHILDREN. Stanford, California: Stanford University Press, 1954.

Tolley, Howard. CHILDREN AND WAR: POLITICAL SOCIALIZATION TO INTERNATIONAL CONFLICT. New York: Teachers College Press, 1973.

Trew, Karen and Liz McWhirter. "Conflict in Northern Ireland: A Research Perspective". In Peter Stringer ed. CONFRONTING SOCIAL ISSUES, Vol. 2.

Whyte, Jean. "Children in a Troubled Society: Their Wishes and Aspirations." Paper presented at Annual Conference, Northern Irish Branch British Psychological Society, Rosapenna, Donegal, April, 1983.

Wolff, Sula. CHILDREN UNDER STRESS. London: Allen Lane The Penguin Press, 1969.

Yarrow, Leon. "Long Term Implications of Maternal Separation", CHILD WELFARE., Feb., 1963, pp. 72-76, 93-94.

Ziv, A. et al. "Children's Psychological Reaction to Wartime Stress", JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 30, (1), 1974, pp. 24-30.

Mr. KILDEE. Thank you very much, Doctor.

I will turn the gavel over to the chairman of the full committee and the chairman of the subcommittee.

Chairman HAWKINS. The Chair would like to use the opportunity to apologize to the witnesses. An unavoidable situation compelled the Chair to be absent, and I appreciate Mr. Kildee presiding in my absence. I regret that I did not have the opportunity to listen to the prepared statements of the witnesses.

Let me ask this question to begin. It was not clear to me whether the children who would enter the American schools would be placed at a particular grade level, and in what way would they be introduced to the American school system? I do not know which one of the witnesses would be best to answer this, but perhaps you could just choose yourself.

From a practical point of view, since there seems to be a very sharp difference in the two systems, at what grade level would the visiting child be placed?

Dr. MCNAMEE. I think my sense of that would be the placement would have I think more to do with age than grade. So that children who if they come over in the 13, 14 year old group would be placed then with 13 or 14 year old children here, whatever that grade is.

Chairman HAWKINS. Regardless of the grade level.

Dr. MCNAMEE. Yes, the experience itself I do not think really is going to be in the classroom so much. I do not think it has so much to do with what they learn in the classroom setting as they have a total experience here in the states, of which that is one part. I do not imagine there is going to be a matching up of materials, for example, in the classroom, the kind of things that are covered, the direction from which they are covered.

Chairman HAWKINS. Well, is my impression correct that in the Northern Ireland system that a 13 or a 14 year old child is tracked into a particular career? What if a child being of that age does not fit into the same grade level in this country? Would that child be comparable to a child at the same age level in this country?

Dr. MCNAMEE. Do you want to speak to that?

Mr. HUME. I think the age of 11 is a major turning point in the educational system in Northern Ireland. First of all, it marks the end of the primary education and it is a time of selection in which children go then in different directions into the secondary education system.

The secondary education system is compulsory from 11 to 16, and people can leave school at 16. Anyone who remains on after 16, from 16 to 18, is generally speaking preparing for a university career or a professional career and therefore I would agree with Mrs. McNamee that the proper age for dealing with this program is not under the age of 11. It is much too young. It would be in the second period, and in the middle of the secondary period, between 11 and 16, which is 13 to 14.

I would not want—there is a very high level of education in Northern Ireland. We have a very, very—I do not know that the two professionals, whether they would comment on this, but we do have a very, very good system of education there and a very high level of it because I think one of the reasons for that is that in

countries like ours we recognize that education is one of the only avenues open to the future and to building up and having a future.

Chairman HAWKINS. So the adjustment would not be difficult under any circumstance.

Mr. HUME. Well, I think adjustment for a child coming from that background here would be difficult at any time, and I think that is why the emphasis that the expert witnesses have put on preparation and advanced preparation is so important.

Dr. MCNAMEE. I think the Irish children would fit reasonably easy into the range of children that we have in our own junior high schools and high schools. I think what would make the difference for them would be that they be paired also with an American child of the same age, perhaps in the home in which they are staying.

And perhaps the difference between the secondary schools and the grammar schools in Northern Ireland would be similar to the advance classes as opposed to the median level classes that children in our junior high schools and high schools are also traced into.

Chairman HAWKINS. The other thing that was a little confusing to me, how many such children are we thinking of? Would it be a very substantial number? And would it be assumed that a specific amount per child would be set aside in order to pay for the education of that child?

Dr. MCNAMEE. I believe that would be the decision of the committee rather than our decision. Are you asking for our recommendations?

Chairman HAWKINS. Well, as I view the bill, the bill amends an existing act in this country and it calls for a certain assurance that the funds would be made available. One of the things that will be asked of this committee will be how much additional funds will be added by this program to the total amount which is being authorized by the act that this bill will amend. We would obviously have to have some idea of what type of a program, the quality of the program, the size of the program and things of that nature. Are we talking about several thousand? Are we talking about a few hundred?

Dr. MCNAMEE. Well, I do not know what would be possible financially.

Chairman HAWKINS. Well, it is very difficult for me to answer that because almost nothing seems to be possible at this particular juncture in terms of the budget itself.

Ms. MCNAMEE. I think it could certainly start small.

Chairman HAWKINS. However, I think a modest program on the basis of principle might be acceptable, whereas a program that is of a substantial size—let us say if we are talking about $5 or $10 million or more than that, we begin to get into the question of the viability of even considering any new ideas, not that this is a bias against this particular program; it's a bias in this country against adding any new programs of any kind at a time when funding is being cut back in some of the major programs. So I am not asking the question to denigrate the proposal, but merely to get some idea of just what we may have in mind.

Ms. MCLENNAN. Mr. Chairman, if I could say that I think perhaps the authors of the bill might have had some idea of the scope. But I would like to say that I would like to see the program start on a small scale and build its reputation, and then as it does, then it can expand. I would like to see it start small.

Chairman HAWKINS. So that a modest program having started would itself be something that might be desirable. Maybe we are not really talking about a very heavy investment. We are talking about a modest program to demonstrate, first of all, the feasibility of the idea and then build on it.

Mr. QUINN. May I just add, Mr. Chairman, I certainly endorse the comments you just made about the need to build—to start the program and to build on it once it has proven its success. I regard the proposal by Congressman Williams and by the Majority Leader to be sort of a statement of purpose; that the Congress again recognizes that there are constructive things that can be done to help the situation in Northern Ireland that do not require a great deal of money, but that provide an impetus for the private sector to work with school districts.

I can envision, for example, airlines providing free reduced rate transportation to children who are eligible for this type of program. I can see a whole range of opportunities here for the private sector to work with school districts to make the program viable at a minimal cost and to start off modestly, but to start off quickly to show that the program can work and to give people in Northern Ireland encouragement and support which is so badly needed at this present time.

Chairman HAWKINS. Thank you.

Mr. Bartlett.

Mr. BARTLETT. I have no questions.

Chairman HAWKINS. Mr. Williams.

Mr. WILLIAMS. Thank you, Mr. Chairman.

Chairman. HAWKINS. Maybe I should have called on you in the first instance.

Mr. WILLIAMS. Well, I very much appreciate, Mr. Chairman, your being here and chairing this hearing. Let me say first in answer to your question, one that others have posed as well, and that is what about the costs of this and how many children might be eligible or be able to take advantage of this program?

There is no increase in cost envisioned here. We simply include this as one of the potential uses of money under the block grants in Chapter 2. Local school districts may choose not to use this money at all. If they do choose to use it, then obviously they have utilized the option of using their existing funds for this purpose rather than another purpose.

We do not know, of course, how many children will be included because we do not know how many school districts are going to choose to use this option should this become law.

It is very important to remember that this bill says that school districts may choose to enter this program. So we are leaving it entirely discretionary to the local district. There are some school districts that may find themself more in tune with our friends in Ireland than do other school districts in America. There are some school districts which will have the availability of private funds to

match these public funds in a greater and more useful way than do other school districts.

But I do want to emphasize both to the committee members and to the witnesses that there is no additional appropriation that would accompany this legislation, and the use of the money would be entirely at the discretion of a local school district.

Let me ask this question to either Dr. Abigail or Dr. Joseph McNamee. You mention as one of your recommendations that a length of stay, perhaps six months as opposed to an entire year might be more appropriate. Our school years, as you know, are nine months in duration. Would a six month stay be disruptive to that child's school year as versus having them stay in that American school for the entire nine months?

Dr. MCNAMEE. There are basically two terms in the Irish school system also. So our conceptualization of the six month plan would be that the child would either come during the summer and stay for the first term or the fall term of an American school, or else come in middle to late January and stay through the spring term and into the summer. I do not think that would be particularly disruptive.

Mr. WILLIAMS. Why would it be less disruptive than either an entire full term in school of nine months duration, or why would it be less advantageous than having the Irish child experience not only his peers in the situation of school, the institutional situation of school, but also during the summer with their play time and their other times that are not as structured?

Dr. MCNAMEE. Well, both proposed time periods include a section of summer.

Chairman HAWKINS. Both of you suggested time periods.

Dr. MCNAMEE. Yes, for exactly that reason. I could not agree with you more.

In terms of the disruption, it has less to do in this instance with the specifics of the educational system than it does with the psychology of a child. If anyone here has children themselves, you might think to yourself how would I feel about my 13 year old being gone for an entire year; how do I think they would fair in a totally different or very different cultural setting for such an extended period of time.

When we do that ourselves, we say to ourselves it seems like an awfully long time for our child to function independently in another culture. And consequently, proposed that having that time, cutting it in half, would minimize some of the negative psychological impacts and stresses that it would place on the child in the interest in trying to keep a good balance, minimizing the negative, maximizing the positive.

Mr. WILLIAMS. Ms. McLennan, how long is the average stay of children that now are brought to the United States under your effort or under some of the other efforts with which you are familiar?

Ms. MCLENNAN. Generally six weeks during the summer. It is during the holiday time. It is not during the school time. The children specifically coming to the Washington area in similar programs usually come the end of June and stay for six weeks.

Mr. WILLIAMS. Does your experience with those children indicate that a longer stay of some duration, another three, four, five, six months, would be both beneficial to them and acceptable to them?

Ms. MCLENNAN. I would say that some of our—our children are 9 through 12.

Mr. WILLIAMS. Yes, they are very young.

Ms. MCLENNAN. They are. The younger ones I would say need to go home.

Mr. WILLIAMS. Yes.

Ms. MCLENNAN. They really enjoy their time here and if you ever come to the airport and come to see them off, they are all crying and so forth. But half way across the Atlantic they cannot wait to see their mummy and daddy.

Mr. WILLIAMS. Right.

Ms. MCLENNAN. The older ones I would say a handful perhaps, but I would tend to agree that the 13 to 14 year old range would probably be a more suitable age rather than the 11 and 12s.

Mr. WILLIAMS. I have talked with some of the Irish kids that have come over here and they come up to Capitol Hill to visit. If I am not mistaken, Paul, you several years ago were in one of those groups that I visited briefly with former Speaker O'Neill. One of my questions always is what would you like different about this trip? And they say, well, we would like to stay longer.

Ms. MCLENNAN. Yes.

Mr. WILLIAMS. But then I compare that with my experience when I go to Ireland, I would want to stay longer too, so I think maybe that is just part of the territory of anybody that is on a trip.

Ms. MCLENNAN. We all like to extend our vacations.

Mr. WILLIAMS. Yes, right.

Mr. Quinn, give me your assessment of how easy or perhaps difficult it would be under this program if we pass this bill and it was signed into law, how easy or difficult it might be to attract private funds to assist us in not only bringing these children here and paying for the costs of their education and living expenses, but also perhaps to be able to create some of the amenities to that trip that have been suggested by Drs. McNamee?

Mr. QUINN. I think it would be a challenge to have the opportunity to do that. I think the key element to this whole equation, as I mentioned a few moments ago, is if the Congress were to enact this legislation, I would regard it as a statement of purpose that our Congress, our government, our people want to do more to help deal with the situation in Northern Ireland than we have done. And the way to do it is through education, through economic aid, through investment, a whole range of activities.

I find as chairman of the committee for New Ireland that there is tremendous desire and interest throughout the country to learn about Northern Ireland, to understand what the problems are, to try to help deal with those problems. One of the great difficulties about Northern Ireland, in my view, is we do not understand it. There is a great deal of misinformation, there is a lot of propaganda, there is a lot of intentional misleading statements being circulated around this town, for example, on Capitol Hill. People are trying to discourage investment rather than encourage it. There is a whole range of things that I think compound the problem there.

So understanding the problem in Northern Ireland, understanding the facts, educating people about it is the key to changing it. This program I think would give an excellent opportunity to educators, to sociologists, for businessmen, for airline executives, for people who operate resorts and private schools, for example, to pool their efforts and to really zero in on a specific project that could have some very meaningful results you could measure very quickly.

So I think I am very optimistic that the effort, the cooperative effort that will be needed could be found. And my committee for one would be very willing and anxious to work to bring that about.

Mr. WILLIAMS. Okay. Finally, Mr. Hume, as you know the Congress has expressed concerns with the difficulties in Ireland which you live with and try to work through every day. We are, as you know, uncertain just what to do to help. We are willing to do almost anything we can. When Congressman Foley joined me in the introduction of this legislation, we thought that it was legislation that not only would provide hands on benefit to the children of Northern Ireland, but we hoped it would also be a significant symbol in a small way of the Congress' reaching to try to help.

And we hope, sir, that in your effort you accept it and recognize it as such.

Mr. HUME. I think it would be accepted very much as a strong expression of good will and a strong expression of concern about the situation and a willingness to do what you can to help. And I think also the symbolic nature of it, in addition to the fact that children would be involved, I would not want to think that, and I am stressing it as I stressed it in my evidence, and I think both the experts would agree with me in this, that the value of this is not that it is going to actually improve what a child is going to actually learn in terms of subjects, because our educational system is very good.

Mr. WILLIAMS. Sure.

Mr. HUME. It is the maturing experience of coming into a different environment with children of different backgrounds who live together in harmony and so forth.

I also think that if a school district is going to, if you like, twin with a school district in Northern Ireland to bring children over, that that is going to create a bond between those two districts that is wider than simply the school, because parents, public figures are all going to be interested in the exchange that is taking place. And that in itself can lead perhaps to even further contact and one of my hopes would be, of course, in promoting economic development so that the children and the young people of Ireland can stay and live and work in Ireland.

But I do believe that this program can be the basis for opening up that whole contact and for example, to be specific, if children in my town were coming to a town here, I would be quite sure that the mayor and city council would be very interested in the town to which they were going, vice-versa, and would want to build other contacts which would be of mutual benefit. And therefore, while this may be as an initial program something that is aimed at children, children are the best ambassadors of all in terms of breaking down barriers. And in that sense, I think that this will be seen as a

very major gesture of good will, concern and assistance which will develope its own momentum.

Mr. WILLIAMS. Thank you very much. I appreciate, by the way, your suggestions about the older children in exchange programs both ways.

Mr. HUME. Yes. I think, by the way, I think that is a very, very important thing at the university level; that there be a two-way exchange program. Students from United States spending either a term or a year in an Irish university and vice-versa, because there are a lot of subjects that they are studying at that level that can be very mutually beneficial.

Mr. WILLIAMS. I appreciate that and agree with it, although this is the elementary and secondary subcommittee. A different subcommittee, one in fact which I chair, the Postsecondary Education Subcommittee would have to provide that legislation, but I think it is an excellent idea and I think one that we will pursue.

Mr. Chairman, thank you for this time. We appreciate you all being here. Happy St. Patrick's Day.

Mr. HUME. Same to you.

Chairman HAWKINS. Well, I tried to wear as much green as I could, but my wife reminded me that the green suit that I bought last year is out in Los Angeles.

Mr. Fawell.

Mr. FAWELL. I want to apologize too. I do not have any green on and I am half Irish.

I do not really have any questions. I would like to commend Congressman Williams for sponsoring this concept. It seems to me that it could even be broader by giving local school districts the discretion to have someone from the Soviet Union, for instance, come over here and vice-versa. Anything that we can do to build trust among our nations is all for the good. Certainly this kind of a program has a tremendous benefit for the recipients, and obviously those who are coming over here.

One of the great strengths of the public school system in America is that children of all races are living in free social strata and have the opportunity to get to know each other. That was my benefit from the area where I came, and it took awhile for me to realize there were a number of barriers that seem to rely on people to overcome. But as a youngster I was able to get to know all kinds of children. And so that is a tremendous experience, just that kind of mingling together.

It is the young people in this world of ours who are going to have the saving grace because we in the older generation have screwed things up. There is nothing but divisions all over the world, religious and social. So the more we can do to have our young people mix and get to know each other, the better things will become.

I have nothing but commendation for this program and I would just like to see it broadened and let the local school districts think in terms of looking at other lands too, perhaps in Lebanon and other areas where the children need this same kind of attention. I appreciate your testimony. I am sorry I was not here to listen to all of the witnesses.

Thank you, Mr. Chairman.

Chairman HAWKINS. Any further questions?

If not, the Chair would like to commend Mr. Williams for this proposal. I think he cleared up in my own mind some of the impressions that I had. We certainly appreciate the witnesses testifying on behalf of the bill. The primary consideration that the Chair has, of course, is whether or not we are adding additional ideas to an already overburdened bill, but I think in its merits a very good case has been made and certainly we appreciate the witnesses who have appeared before the committee today. It is a rather appropriate day to be presenting this bill.

And if there are no further questions, that concludes the hearing. Thank you very much.

[Whereupon, at 10:43 a.m., the subcommittee was adjourned.]

72-693 (52)